

CHAPTER 5

TEST ADMINISTRATION

Determining Students for Whom a School is Accountable

Beginning with the 1998-99 school year, schools were held accountable for Kentucky Core Content Tests scores, in addition to Writing and Alternate Portfolio scores for all students enrolled in the school on the first day of the Kentucky Core Content Testing window (also known as the “accountability date”). Nonacademic data for all students in a school was aggregated and included in accountability calculations as well. Nonacademic data includes: attendance and retention rates at all levels, dropout rates at the middle and high school levels, and successful transition to adult life at the high school level.

Collecting Enrollment Information

School enrollment information was provided by students and teachers on the scannable Student Response Booklets. Enrollment information was also obtained from the Writing Portfolio Score Form at grades 4, 7, and 12. This score form was attached to the Student Response Booklet and had the same lithocode tracking number as the Student Response Booklet. This lithocode number is used as the student’s identification number throughout the assessment process.

The enrollment information was verified by Data Recognition Corporation in two ways for the Kentucky Core Content Tests. The first was by crosschecking this information against the data provided by school staff on the *Principal's Certification of Proper Test Administration* form and District Transmittal form. These forms documented the number of students enrolled in the school on the accountability date and how many students were tested. The second method was by comparing the scanned information to a "Student Accountability Roster" that schools were required to send to Data Recognition Corporation. The roster contained the names of all students enrolled on the “accountability date”.

For the Writing Portfolio Assessment, Data Recognition Corporation compared the portfolio file and student control file (i.e., information from the Student Response Booklet) to ensure the school accounted for students using both forms of assessment in the Commonwealth Accountability Testing System. For the Alternate Portfolio Assessment, staff contracted from the Human Development Institute (HDI) at the University of Kentucky verified participating students.

Exemptions

The student exemptions listed below were authorized by the Kentucky Department of Education (KDE) for the Kentucky Core Content Tests.

- a student eligible for language exemption, i.e., students whose native language was not English and who had been enrolled in an English-speaking school for fewer than two years.
- a foreign exchange student
- a student medically unable to participate in the assessment program, i.e., a student could be exempted from testing for medical reasons if a signed doctor's statement was provided.
- A student expelled and coded as XP3 or XE3, i.e., not receiving services as provided for in House Bill 330.

The same exemptions were authorized for the Writing Portfolio Assessment and for the Alternate Portfolio. In addition, the Writing Portfolio Program required that students be enrolled in a Kentucky public school for at least 100 instructional days prior to the accountability date to be included for accountability. This included treatment or detention centers and homebound instruction programs. Out-of-state, home, Department of Defense, and private schools are not considered Kentucky public schools. The term "instructional days" applies to those days the school was in session and students were scheduled for class work, thereby excluding professional development days, holidays, snow days, and weekends. Absences, suspensions, and expulsions (other than students coded as XP3 or XE3) were not reasons to adjust an individual student's number of instructional days.

Modifications to Data Files

If conflicts in data were noted during scanning or enrollment verification, District Assessment Coordinators were notified to assist in the resolution of the conflict. If the data discrepancy was not resolved at the district level, the information was forwarded to KDE for resolution. Confirmed data changes were made to the master student data files by Data Recognition Corporation. These changes were "flagged" within the master student data file by Data Recognition Corporation, when they affected accountability. Final rosters listing the names and scores of students included in accountability calculations accompanied the schools' accountability reports.

Students who were not exempt and did not attempt the Kentucky Core Content Tests, Writing Portfolio Assessment, or the Alternate Portfolio were assigned the *Novice non-performance* level in the accountability reports. These students are cases where no Student Response Booklet, Writing Portfolio Score Form, or Alternate Portfolio Score Form was returned to DRC or HDI. Table 5.1 shows the number of students classified as exempt from the Kentucky Core Content Tests, the number of students classified as *Novice non-performance* because DRC did not receive an answer document, the number who completed the Kentucky Core Content Tests, and the number of student participating in the Alternate Portfolio Program.

The exempted “other” category includes students who moved out of state or to private schools and were unavailable for testing. Due to differences in record keeping across years, a small number of additional students are included in the “other” category in order to simplify the tables.

TABLE 5.1¹						
STUDENTS IN EACH ACCOUNTABILITY ELIGIBILITY CATEGORY						
Accountability Eligibility Category	Grades 4/5		Grades 7/8		Grades 10/11/12	
	Number	Percent	Number	Percent	Number	Percent
Exempted: Foreign Exc.	4	0.0	0	0.0	369	0.3
Exempted: Medical	157	0.2	238	0.2	214	0.2
Exempted: LEP	266	0.3	291	0.3	180	0.1
Exempted: Expelled	0	0.0	16	0.0	17	0.0
Exempted: Other	41	0.0	51	0.1	27	0.0
Participating in Alternate Portfolio (AP) ²	557	0.6	730	0.8	757	0.6
Exempted & AP: Total	1025	1.1	1326	1.4	1564	1.3
Eligible: Novice (NP)	21	0.0	22	0.0	128	0.1
Eligible: Tested	94323	98.9	95787	98.6	123146	98.7
Eligible: Total	95348	100.0	97113	100.0	124710	100.0

Administration of Kentucky Core Content Tests

Testing for all grades took place April 17 through May 3, 1999. Within this testing window, schools were allowed to set up their own specific testing schedules. Coordinators' and administrators' manuals served as guides to administration. The manuals detailed timing requirements, directions for students, and other considerations for administering the tests and handling materials. *Appropriate Assessment Practices*, a document outlining appropriate behaviors for school personnel during testing, was included in the test administration manual. A copy of this document is available from the Kentucky Department of Education. In addition, 703 KAR 5:080 *Administration Code for Kentucky's Educational Assessment Program*, the regulation specifying appropriate assessment practices, was included in the District Assessment Coordinator's Implementation Guide.

¹ Because the KCCT assessment is spread across grades 4 and 5, grades 7 and 8, and grades 10, 11, and 12, this table combines each of these grade combinations.

² These students are not exempted from accountability calculations, but are included based on their performance on the Alternate Portfolio.

Seven content areas were assessed using Kentucky Core Content Tests: Reading, Mathematics, Science, Social Studies, Arts and Humanities³, Practical Living/Vocational Studies⁴ and On-Demand Writing. Reading, Mathematics, Science, and Social Studies tests were presented in three test sections. Art and Humanities, Practical Living/Vocational Studies and On-demand Writing tests were presented in one test section each. Each content area test administration time varied between 45-90 minutes based on the subject. Test administration procedures provided students with as much additional time as needed as long as constructive progress was being made toward completion of the test. Additional time, if needed, was scheduled directly after the initial test session for the subject area.

Students received a test booklet and a separate scannable answer document in which they recorded their answers to all multiple-choice and open-response questions. For accountability purposes, there were six forms of the reading, mathematics, science, social studies, and On-demand Writing assessments: Forms 1 - 6. For purposes of field testing, there were 2 subforms for each of the six forms, 12 forms of the assessment in all (Forms 1A – 6B). Each form included one unique open-response pre-test item and four multiple-choice pre-test items.⁵ In the areas of Arts and Humanities and Practical Living/Vocational Studies, there were 12 forms of the assessments for purposes of both accountability and field testing. Students were randomly given one form that they used for all sections of the test. In other words, if they received Form 1A for the reading test, they completed Form 1A for other subject areas as well.

Each school principal completed a *Principal's Certification of Proper Test Administration* to confirm enrollment and testing figures. The principal also certified on this form that testing was conducted in accordance with the instructions provided in the manuals and that all materials were handled in a secure manner.

Shipping and Receiving Procedures

All materials were packaged by school and shipped to District Assessment Coordinators. The materials were sent to district offices in three shipments prior to the beginning of test administration. All district and school personnel were informed that the materials were secure and that all materials had to be returned to Data Recognition Corporation at the completion of testing.

District Assessment Coordinators were instructed to package all Kentucky Core Content Tests materials from all schools in their districts within one week after the completion of testing. The shipping company picked up packaged materials from every district office.

As boxes were received at Data Recognition Corporation, they were collected in a prescribed location for check-in. Boxes were opened one at a time, and checked in at the school level using the *Principal's Certification of Proper Test Administration* as a reference.

³ This is administered as a single test.

⁴ This is administered as a single test.

⁵ There were no *pre-test* items included in the On-demand Writing. These items were field tested through separate procedure.

To prepare the Student Response Booklets for hand scoring, the cover page and multiple-choice page were separated from the open-response pages. The detached pages were scanned and the open-response pages left in the booklets were separated by test form. The booklets were then packaged by form for the handscoring process.

Test booklets and other materials were checked for stray Student Response Booklets or other forms mistakenly shipped with them. The bar code on each test booklet was scanned to ensure that all secure test booklets were returned. After confirmation that the return of all secure test booklets was complete, the booklets were destroyed. If the processing resulted in the discover of missing secure materials, a procedure was in place to require local district staff to determine that the materials were found and returned, or that reasonable steps were taken to assure that these materials were not left in the district and that no security risk remained.

Administration of Writing Portfolios⁶

Writing portfolios were administered following the model established in 1997-98. A detailed description of the structure and process of training for development and scoring portfolios can be found in the Accountability Cycle 3 *Technical Report* and in *The Writing Portfolio Development and Scoring Process*.

Teacher Training

The training model for portfolio development and scoring followed the pyramidal region/cluster organization established for 1991-92. The state was divided into eight regions, with each region assigned a Regional Coordinator for each accountability grade. Regional Coordinators participated as training Cluster Leaders in their regions and served as members of their respective advisory committees. Cluster Leaders are the teachers who trained all participating teachers, in “clusters” of 20–25, to develop and score portfolios. Most initial training focused on developing and implementing portfolios in the classroom. Later training tended to focus on scoring portfolios. For writing portfolios, District Assessment Coordinators (DACs) in local districts selected Cluster Leaders.

Training for Development and Implementation

The first phase of training addressed the development of portfolios, fulfillment of requirements, and state guidelines for the generation of student work. Regional Coordinators were the first to receive this intensive training. Regional Coordinators then provided the same training for Cluster Leaders. Kentucky Department of Education staff, assisted by Regional Coordinators, trained the Cluster Leaders. Cluster Leaders then returned to their local districts to provide the same training to all classroom teachers involved in the development of portfolios. Kentucky Department of Education consultants also conducted training that was telecast by Kentucky

⁶ Alternate Portfolio administration procedures were similar and are detailed in a separate chapter.

Educational Television (KET). Districts were encouraged to record the telecasts, or could order the videocassette directly from KET. *The Kentucky Writing Portfolio Development Teacher's Handbook* and *The Kentucky Writing Portfolio Holistic Scoring Guide* were used during the first phase of training.

Training for Scoring

Teachers were trained on the standards and procedures for scoring writing portfolios. This was accomplished through the same training procedures as for development and implementation. Just as described for the Development and Implementation training above, *The Kentucky Writing Portfolio Scoring Teacher's Handbook* and *The Kentucky Writing Portfolio Holistic Scoring Guide* were used during this second phase of training for scoring.